



FURTHERING A TRADITION OF GRASSROOTS GIVING

INVITATION TO SPONSOR

The World As It Could Be Human Rights Education Project

- Educational materials and a celebratory process for the public schools, particularly, though not limited to high schools, that inspire youth to deepen their knowledge and understanding of the Universal Declaration of Human Rights and be engaged members of their local and global communities to manifest the document's words. The educational materials incorporate the creative arts as an integral part of the teaching process.
- Broadly disseminating original productions created by Bay Area youth art organizations to educate and inspire youth and adults about one or more Articles of the Universal Declaration of Human Rights

HELP US DEEPEN THE POSITIVE IMPACT OF INNOVATIVE PUBLIC EDUCATION CURRICULUM AND COMPELLING ORIGINAL YOUTH-LED PERFORMANCES THAT PROMOTE EXCITEMENT ABOUT LEARNING AND ENCOURAGE COMMUNITY ENGAGEMENT TO FURTHER HUMAN RIGHTS

One of the Rex Foundation's long term goals is to be an impetus for positive social change, where there is the gathering of momentum to realize globally the conditions under which all societies operate with principles and values that embrace the right of every human being to experience equity, justice and personal dignity. *The World As It Could Be* Human Rights Education Project seeks to promote the following two ingredients that we see as necessary ingredients to achieve constructive social change:

- Heightened awareness among people of all ages that it is possible to envision a global environment that is healthy, peaceful and sustainable, and that it is within the power of individuals to call upon their political leaders, if not become such leaders themselves, to manage resources toward this end;
- Heightened awareness and understanding of what is meant by human rights for every person, and how individuals can play a vital role in contributing to the human rights of themselves and others by the actions they take in their most immediate circles

The Universal Declaration of Human Rights (UDHR), adopted on December 10, 1948 by the UN General Assembly articulates a vision of a world where all human beings experience the rights that support life, liberty and human dignity. With the UDHR as its guide, the Project's overall strategy is to collaborate with community arts programs and schools to use creative arts-based learning models and youth-led original dramatizations to inspire youth and adults to value the importance of human rights for all people, as well as to be engaged members of their local and global communities to help make the words of the UDHR a reality for everyone. The following pages describe the background of the project and the plans for building on the successes of the last six years of project work.

Thank you in advance for your involvement as a sponsor.

Together, we are promoting the creativity and healthy development of our youth, supporting essential non-profit work in the arts and collaborations of such work with public schools, furthering human rights for all people, and inspiring positive civic engagement.

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Background and Program Context:

The World As It Could Be Human Rights Education Program is an outgrowth of a series of successful initiatives carried out since 2006 to educate and inspire youth and adults to further human rights for all people and have greater understanding of the type of individual and community engagement needed to compel constructive action. These initiatives, including the commissioning of three original productions created by high school youth involved in non-profit arts programs, two years of pilot work in Bay Area high schools, and implementation of published curriculum, utilize the creative arts to deepen learning about the Universal Declaration of Human Rights (UDHR) and provide the opportunity for the youth to, in turn, teach their peers and adults about the importance of manifesting the words of the UDHR. The enclosed Project Impacts document describes the initiatives and the types of positive impacts that have resulted.

With the successes of the creative initiatives and high school experiences of *The World As It Could Be* project over the last six years, we have gained the following insights that form the basis for expanding the project:

- The UDHR articulates the vision that provides an exciting framework for actively engaging in local and global efforts toward the achievement of life, liberty and human dignity for all people.
- Although the United States played a crucial role in the drafting of the UDHR and its adoption on December 10, 1948 by the UN General Assembly, many people, across all ages and demographics, are not aware of the UDHR, even though the document is an official element of Social Studies curriculum in most public schools.
- When youth have the opportunity to not only learn about the UDHR, but also be leaders in teaching its importance to their peers and to adults they demonstrate increased involvement in their studies, enhanced social interaction skills and greater commitment to be positively engaged in their school and community.
- The creative arts provide a powerful mechanism for teaching the UDHR principles in a way that compels student engagement, deeper learning and personal connection to otherwise abstract content.
- With the continuing economic challenges of recent years, funding for creative arts in public schools has declined dramatically. *The World As It Could Be* Project helps demonstrate the value of the creative arts as part of an effective public school academic curriculum.
- The culminating presentation and celebration of the students' creative reflections on their studies of the UDHR that are part of both the commissioned creative productions and high school curriculum provide a unique rite-of-passage experience that motivates both higher levels of academic engagement as well as enhanced awareness of and commitment to being engaged members of their immediate and broader communities.
- The schools and other community programs that have been involved in the Project's curriculum initiatives have experienced a shift toward a more positive, human rights-oriented culture, where there is greater awareness about the importance of demonstrating respectful and mindful behavior in immediate circles, as well as being attentive to broader issues that affect people locally and globally.
- Providing opportunities for collaboration between community based youth-focused non-profit organizations that utilize the creative arts to address social justice issues, public schools and school district agencies offer ways to have a more integrated approach to supporting youth and their education, while also engaging community members to help manifest the tenets of the UDHR.
- Professional development plays a key role in successful implementation of the Project curriculum, so that teachers not only learn the curriculum, but also have enhanced skills in using the creative arts, in carrying out project-based teaching and in collaborating with others in their school.

While many different types of initiatives foster human rights, quality education and the use of creative arts for both addressing social justice issues and enhancing the educational experience, *The World As It Could Be* Project is unique in successfully integrating all of these elements while also nurturing collaboration and honoring individual efforts. The overall goal of the Project is to help enrich the on-going efforts of non-profit leaders and teachers, rather than to add yet another level of work or take away focus on other worthwhile efforts.

Program Description

The overall project goals are as follows:

- Raise awareness about the UDHR
- Inspire engagement to UDHR principles
- Provide multiple levels of benefits while carrying out initiatives:
 - Support grassroots non-profits and creative arts professionals

- Showcase the importance and value of creative arts to personal development and a vibrant culture, and as part of this value, the essential role of the creative arts as part of a quality educational experience
- Engage youth so as to inspire life-long learning, critical thinking and positive social interaction
- Encourage youth who are often marginalized due to learning or physical differences to enjoy participation in school-wide events
- Engage the broader community to support and celebrate accomplishments of youth
- Provide collaboration opportunities among non-profits, public schools and universities

Program Strengths On Which to Build Plan for 2012/13:

In November 2011, we carried out a Strategic Plan to help develop priorities for 2012/13. We identified the following strengths on which to build the next phase of the project:

1. Team of top quality, widely respected, creative arts professionals, human rights educators and school administrators that have been part of the Program since its inception or soon after, and who want to continue to be involved going forward;
2. Second edition of published curriculum geared to high schools, yet flexible for implementation at different grade levels and in non-school settings, such as non-profit organizations:
 - Meets California standards for Social Studies, Language Arts and other areas
 - Provides the elements considered by Human Rights Education experts as vital to promoting a human rights culture, e.g. promoting a personal connection to otherwise abstract concepts
3. Curriculum has now been formally introduced and well received in the Boston area, over 15 schools in the Bay Area, and most recently to Teach for America teachers in the greater Bay Area and teachers and after-school program coordinators of the Harlem Children's Zone in New York City;
4. Successful 3-day curriculum training model done two successive years in collaboration with the University of San Francisco's International & Multicultural Studies Dep't of the School of Education and School of Performing Arts & Social Justice, with commitment to present the training in August 2012;
5. Schools that have been involved since the pilot curriculum work began continue to play an active role in implementing the published curriculum and being involved in on-going Program planning;
6. In each year, the Program has raised awareness about the UDHR to audiences beyond its direct connections, including having the UDHR included in the San Francisco Unified School District Ethnic Studies Curriculum, as outlined in the Project Impacts Document;
7. Invited to participate in esteemed Teacher Training and Human Rights Education forums:
 - Teachers 4 Social Justice 2009 Conference
 - California Council for the Teaching of Social Studies February 2011 Conference in Sacramento
 - Amnesty International March 2011 Meeting on Human Rights Education
 - Stanford University Human Rights Leadership Initiative's June 2011 Forum "Teaching Human Rights in a Global Context"
 - Classes of Graduate Students of the University of San Francisco's Int'l & Multicultural Dep't of the School of Education Human Rights Education class (September 2011 was the 4th of such presentations since 2009)
 - September 2011 Conference: Building a Strategy for Human Rights Education in US Schools, presented by the Harvard Graduate School of Education in collaboration with the Carr Center for Human Rights Policy at the Kennedy School of Government, Human Rights Education Associates, National Education Association and the University of San Francisco School of Education
8. We have a planned collaboration with the Alameda County Office of Education Arts Integration Specialist Program and Destiny Arts Center to put in place a professional development program at Balboa High to serve Balboa and other Bay Area High Schools, whereby *The World As It Could Be* curriculum would be integrated into the 10-week Arts Integration Specialist Program Class A;
9. We have both on DVD and via our website the recordings of the three commissioned original productions, three school assemblies, two training institute culminating presentations, and reflections of participating students and teachers;
10. Andrea McEvoy Spero has documented the impact of the Program as part of her doctoral dissertation at the University of San Francisco on using the creative arts to effectively teach human rights, and her dissertation was fully accepted as of May 1, 2012;

11. The Program work at Mandela High School generated a new collaboration between the Rex Foundation, the California Film Institute's Environmental Youth Forum, the Center for Digital Storytelling and Mandela High School, with 6 Mandela students involved in creating digital stories about environmental human rights issues in their communities, two of which were featured at the February 2011 California Film Institute Environmental Youth Forum in San Rafael, CA;
12. We have strong, long-standing connections with administrators in the San Francisco and Oakland Unified School Districts;
13. The Program's new website in Word Press blog-based architecture is about to be implemented, along with *The World As It Could Be* Facebook Page, and newly designed Program graphic images for use on all Program materials;
14. We have made connections with schools and organizations in Boston and New York City interested in working with the Program;
15. We are about to have a working model of a collaboration of our team of creative arts professionals working with Arroyo High School to implement the curriculum, that can provide the basis for "cloning" in other schools and communities outside the Bay Area
16. The Rex Foundation has a large number of grantees that are arts-based non-profits doing work in social justice, located in the Bay Area, Southern California, Chicago, New York, Boston and in other communities across the U.S. that could be potential collaborators.

Program Priorities for 2012/13:

Based on the Strategic Planning analysis of all factors contributing to the positive impact of the Program, we have identified the following priorities for the 2012/13 Plan: (The full Strategic Plan is available upon request.)

1. Have staff focused on the Program.
2. Address challenges of implementing the Curriculum, including:
 - School environment and demands on teachers, e.g. in connection with standardized testing
 - Teachers having minimal arts experience and training
 - Provide for more long-term planning, particularly to have on-going impact throughout the school/organization community
 - Encourage tapping into the leadership of involved youth to both reduce demands on teachers and give youth leadership/mentorship opportunities
 - Recognize the need to have one "Go To" Program person in each school to coordinate implementation
3. Pursue identified collaboration opportunities.
4. Pursue involvement in training at college and university schools of education to prepare future teachers for human rights education and utilization of the creative arts.
5. Work with School District Superintendents, as well as local and statewide education officials to have Human Rights Education incorporated as part of Standards for quality education.

The 2012-13 Action Plan for each of the Program Priorities, including the associated budget is enclosed.

Program Implementation Team and Collaborators:

Name	Profession/Affiliation	Program Involvement
Ellen Sebastian Chang	Creative Director for <i>The World As It Could Be</i> project since its inception	Oversight of and direct involvement in guiding the incorporation of creative arts disciplines in the teaching of the UDHR
Sarah Crowell	Creative Director, Destiny Arts Center; Involved in project since its inception	Guiding incorporation of the arts into the teaching of the UDHR, particularly dance and movement
Susan Katz	Professor & Past Chair, International & Multicultural Education, University of San Francisco	Expertise in development of pedagogy and curriculum tools, as well as student body to utilize developed materials
Sandy Sohcot	Executive Director, Rex Foundation	Overall project coordination
Andrea McEvoy Spero	Curriculum Consultant and Master Teacher, Martin Luther King, Jr. Research & Education Institute, Stanford University	Expertise in curriculum development; Assistance in measuring impact of the project
Louise Music	Visual & Performing Arts Learning Coordinator, Alameda County Office of Education	Collaboration in implementing curriculum with Arts Integration Methodologies
Jack Weinstein	Facing History and Ourselves	Collaboration in implementing curriculum
Villy Wang	Executive Director of Studio BAYCAT	Develop collaborative project to utilize BAYCAT multi-media youth-based initiatives with <i>The World As It Could Be</i> Program to promote the value of public education and the critical role the creative arts play in a quality education
Administration and teachers	High Schools participating in the Project during the 2011/12 school year	Implement the project curriculum and contribute additional curriculum elements based on their own experiences
Helen Stacy, Ph.D.	Senior Fellow, Center on Democracy, Development, and the Rule of Law, Freeman Spogli Institute for International Studies (FSI); Coordinator, FSI Program on Human Rights	Support introduction of <i>The World As It Could Be</i> to Stanford School of Education Faculty, as well as to other entities involved in implementing the Stanford Program on Human Rights
Allida Black, Ph.D.	Founded the Eleanor Roosevelt Project and chairs its advisory board; Director of the Roosevelt Institute, human rights chair of the No Limits Foundation, Research Professor of History and International Affairs at George Washington University, and program manager of the Women's Political Participation Program of the National Democratic Institute for International Affairs.	Assist in identifying high schools and University Schools of Education likely to be interested in implementing <i>The World As It Could Be</i> curriculum
Laura Vural	Director of Education, Harlem Children's Zone, New York City	Identify ways to implement <i>The World As It Could Be</i> curriculum within the Harlem Children's Zone educational and after-school programs

Your Support Forges An Exciting Collaboration

With your support we forge an exciting collaboration to continue to expand on the successes of *The World As It Could Be* Project to positively engage youth in their educational and creative endeavors. Together we can achieve the overall vision of this Project, where because of its accomplishments:

- There is increased awareness in the general U.S. population of the UDHR as a frame of reference for actively engaging in local and global efforts toward the achievement of equity, justice and human dignity for all people;
- The creative arts provide a vehicle to positively engage youth to delve deeply into the tenets of the UDHR and then have the opportunity to play a role in advancing understanding of these tenets across the broader population.

Sponsorship Invitation:

The Rex Foundation invites sponsors to support the program implementation described above. Funding provides teacher stipends, 3-day institute for professional development, support to the participating non-profit programs and public schools, creative direction, website development and administration, and overall project coordination. Total costs are projected at \$107,000. A detailed budget is available upon request.

Benefactor Extraordinaire \$20,000	<ul style="list-style-type: none"> • Acknowledged as Benefactor Extraordinaire sponsor on program materials, publicity and curriculum packaging • Opportunity to attend the 3-day institute sessions • Opportunity to attend strategic planning sessions • Podium acknowledgement at live presentations
Visionary Extraordinaire \$10,000	<ul style="list-style-type: none"> • Acknowledged as Visionary Extraordinaire sponsor on program materials, publicity and curriculum packaging • Opportunity to attend the 3-day institute sessions • Opportunity to attend strategic planning sessions • Podium acknowledgement at live presentations
World Visionary \$5,000	<ul style="list-style-type: none"> • Acknowledged as World Visionary sponsor on program materials, publicity and curriculum packaging • Opportunity to attend the 3-day institute sessions
Will Inspirer \$2,500	<ul style="list-style-type: none"> • Acknowledged as Will Inspirer sponsor on program materials, publicity and curriculum packaging
Champion \$500 - \$2,500	<ul style="list-style-type: none"> • Acknowledged as Champion sponsor on program materials, publicity and curriculum packaging